Assessment

*OSPI-Developed Performance*

Office of Superintendent of Public Instruction

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A Component of the

Washington State Assessment System

Dance

The Arts

Start Right!

 Grade 8

Office of Superintendent of Public Instruction

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OSPI-Developed Performance Assessments for the Arts

# Introduction

To Washington educators who teach dance:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

* Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
* Inform future teaching practices.
* Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

* + directions for administration
	+ assessment task
	+ scoring rubrics
	+ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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| --- | --- |
| **Start Right** | ***Dance******Grade 8*** |
| **An OSPI-Developed Performance Assessment**  |

# Overview

This document contains information essential to the administration of *Start Right!*, an OSPI-developedarts performance assessment for dance (Grade 8)**.** Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Synopsis of**

***Start Right!***

Each student creates and performs a warm-up. The warm-up must include three different exercises that facilitate the devel­op­­ment of correct and healthy align­ment.

The teacher will film each student’s perfor­mance. Students must also explain how their exercises support the maintenance of good alignment.

This classroom based performance assessment may be used in several ways:

* As an integral part of instruction.
* As a benchmark, interim, or summative assessment.
* As a culminating project.
* As an integral part of a unit of study.
* As a means of accumulating student learning data.
* As an individual student portfolio item.

# Test Administration: Expectations

* The skills assessed by this task should be authentically incorporated into classroom instruction.
* This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
* All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, music, theatre, and visual arts.
* Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
* Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

# Description of the Performance Assessment

* Performance prompts ask each student to perform a task based on the criteria outlined in the prompt. The students’ performances should be recorded to facilitate scoring and to document each student’s performance.
* Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student’s performance.

# Learning Standards

This assessment addresses Washington State Learning Standards for Dance, including the GLEs from the *Options for Implementing the Arts Standards through Dance by Grade Level* document.

|  |  |  |
| --- | --- | --- |
| **GLE 1.1.1**7th–8th Grade |  | Understands and applies the element *space* and the vocabulary of dance. |
| **GLE 1.2.1**7th–8th Grade |  | Applies and analyzes the technique and skills of dance. |
| **GLE 2.1.1**7th–8th Grade |  | Applies a creative process to dance. |
| **GLE 2.2.1**7th–8th Grade |  | Applies a performance and/or presentation process to dance. |
| **GLE 2.3.1**7th–8th Grade |  | Applies a responding process to dance. |

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

# Assessment Task

## Teacher’s Instructions to Students

1. Say: “Today you will take the Grade-8 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Start Right!*”
2. Provide the class with copies of the student’s section of the assessment (which may include the student’s task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on each student’s exercise sheets.

## Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

* To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
* The student may give the written and/or recorded responses in their first language. We request a written and/or verbal English translation for consistency (validity/reliability) in scoring the rubric.

Refer to the student’s individualized education program (IEP) or 504 Plan.

## Student’s Task

The following section contains these materials for students:

* The student’s task: *Start Right!* (Grade 8)
* Assessment rubric
* Response sheets

**Start Right!**

|  |  |
| --- | --- |
|  | Student’s Task |

**The community center is seeking young people to assist in the center’s summer health and fitness program. As part of the application process, the director of the center has asked you to create and perform a warm-up. Your performance will be recorded.**

**The director asks that you focus your warm-up on anatomical alignment. Your phrase should incorporate three different exercises that facilitate the development of correct and healthy alignment. The director also requires that you explain how each exercise supports the maintenance of appropriate alignment.**

Your Task

**First, create your warm-up—**

Your dance or fitness teacher explains that you must meet the following requirements when creating your warm-up:

* Choose three exercises that support alignment.
* Organize the exercises and create smooth transitions so that they can be done as a continuous movement phrase.

**Second, perform your warm-up—**

Your dance or fitness teacher explains that you must meet the following requirements when performing your warm-up:

* Perform the warm-up sequence fluently.
* Use intentional energy throughout your performance.
* Perform all movements to the fullest extent.
* Include a clear beginning and ending.

**Third, complete your response sheets—**

Your dance or fitness teacher explains that you must meet the following requirements when responding to questions and prompts about your performance:

* Identify the three exercises that you chose.
* Explain how each exercise supports the development of correct alignment.
* Use the vocabulary of dance or of health and fitness correctly.

You will have time to create and rehearse your warm-up; your teacher will then record your performance. You will also have time to prepare written responses.

|  |
| --- |
| ***Start Right!*** |
|  | **4 points** | **3 points** | **2 points** | **1 point** | **No Score** |
| **Creating** | The student demonstrates under­standing of dance/health-and-fitness skills by meeting all **four** of the following requirements: * Shows one exercise that improves alignment.
* Shows a second exercise that improves alignment.
* Shows a third exercise that improves alignment.
* Creates transitions that link each of the exercises.
 | The student dem­onstrates an adequate under­standing of dance/health-and-fitness skills by meeting **three** of the require­ments listed at left. | The student dem­onstrates a partial under­­­standing of dance/health-and-fitness skills by meeting **two** of the require­ments listed at left.  | The student dem­onstrates a minimal under­standing of dance/ health-and-fitness skills by meeting **one** of the require­ments listed at left.  | The student dem­onstrates no under­standing of dance/health-and-fitness skills, having met **none** of the require­ments listed at left. |
| **Performing** | The student demonstrates a thorough understanding of the skills and tech­nique of dance by meeting all **four** of the following requirements:* Performs the warm-up sequence fluently.
* Uses intentional energy throughout the performance.
* Performs all movements to the fullest extent.
* Includes a clear beginning and ending.
 | The student dem­onstrates an adequate under­standing of the skills and tech­nique of dance by meeting **three** of the require­ments listed at left. | The student dem­onstrates a partial under­standing of the skills and tech­nique of dance by meeting **two** of the require­ments listed at left. | The student dem­onstrates a minimal un­der­standing of the skills and tech­nique of dance by meeting **one** of the require­ments listed at left. | The student dem­onstrates no under­standing of the skills and technique of dance, having met **none** of the require­ments listed at left. |
| **Responding** | The student demonstrates under­standing of the relationship between the skills of dance and health by meeting all **four** of the following requirements:* Identifies three exercises that support correct alignment.
* Explains the relationship of the first exercise to the development of alignment.
* Explains the relationship of the second exercise to the development of alignment.
* Explains the relationship of the third exercise to the development of alignment.
 | The student demonstrates an adequate under­standing of the relationship between the skills of dance and health by meeting **three** of the require­ments listed at left. | The student demonstrates a partial under­standing of the relationship between the skills of dance and health by meeting **two** of the require­ments listed at left. | The student demonstrates a minimal under­standing of the rela­tion­ship be­tween the skills of dance and health by meeting **one** of the require­ments listed at left. | The student demonstrates no under­standing of the relation­ship between the skills of dance and health, having met **none** of the require­ments listed at left. |

|  |  |
| --- | --- |
|  | Assessment Rubric |

|  |  |
| --- | --- |
|  | Response Sheets |

**Student’s Name/ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  **(circle number)** | **Creating Score**  |  **4 3 2 1 NS** |
| **Performing Score** |  **4 3 2 1 NS** |
| **Responding Score** |  **4 3 2 1 NS** |

Responses

1. First, identify the three exercises that you chose; then, explain how each of the exercises supports the development of correct alignment. Use the vocabulary of dance, health, or fitness correctly.

|  |  |  |
| --- | --- | --- |
|  | **Exercise:** | **How the exercise supports development of correct alignment:** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

* copies of the task, including the glossary of terms (one for each student)
* copies of the student-response sheets (one set for each student)
* one pencil per student
* an audio/video recording device
* a selection of instrumental music and an audio player (optional)

Guidelines

This assessment is an individual performance.

* Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student.
* This assessment item presents a problem which can be solved by using the basic elements (EALR 1.1) with any dance style or genre, such as ballet, ballroom, creative movement, drill, ethnic, folk, hip-hop, historical, jazz, modern, musical theatre, and tap. Any style of movement or sport requires correct alignment for efficiency and injury prevention, and each style would call for its own warm-up.
* This assessment does not require musical accompaniment; however, if a student would like to use musical accompaniment, you may provide several instrumental selections that include a variety of tempos and dynamics. Each selection should be about 2-minutes long. You may use any genre of music with this task, although we recommend that you choose a genre with which students have some familiarity. Offer the students 3–4 choices. The students should select their music for the performance after their choreography is completed. They may also choose silence.
* Remind students to perform each movement to its fullest extent. An example of fullest extent for a jumping jack would be an X with arms and legs fully stretched and spread out to create a full X. (A “wilted X” is the opposite, with arms and legs not fully extended. A wilted X is not acceptable.)
* The recorder must be set up in a defined space so that the performer can be seen at all times.
* Students must perform in bare feet or appropriate dance/athletic shoes for safety.
* As an alternative to a written response, you may permit students to:
	+ Respond verbally. You should make a video or audio recording to document their responses. Students who are being recorded must be coached to face the recording device when responding. Students may have a copy of the response sheet when being recorded, or you can state the questions. Ask each student to begin by clearly stating her or his name/number and grade level into the recording device.
	+ Dictate their responses to the teacher or an instructional aide, who will write them down.
* Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
* When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

## Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **two-day** suggested timeframe:

|  |  |
| --- | --- |
|  | **Day 1** |
|  | 15 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions. |
|  | 20 minutes: | Each student creates and rehearses her/his warm-up phrase. |
|  | 15 minutes | Each student prepares a written response. |
|  | **Day 2** |
|  | 10 minutes: | The students review and practice their warm-ups before performing. If musical accompaniment will be offered, the teacher familiarizes the students with the musical selections. |
|  | 30 minutes: | Each student performs his/her warm-up individually; the teacher records each performance.  |
|  | 10 minutes: | The students complete or revise their written responses. The teacher records the responses of those students who need to respond verbally.  |

All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

## Glossary

**alignment**—the relationship of the body (skeleton) to the line of gravity and the base of support; *synonym*: posture.

**concentration**—the act or process of applying close, undivided attention.

**fluent**—moving smoothly from part to part, movement to movement, or demonstrating transitional flow.

**focus**—1. the ability to concentrate and keep one’s attention fixed on the matter at hand; 2. where and how the dancer is looking or relating (single, multi, direct, indirect); 3. where the audience’s attention is directed.

**fullest extent**—refers to full physical engagement and commitment to performance quality, such as a jumping jack X with arms and legs fully stretched and spread out to create a full X.

**intentional energy**—energy/force that is purposeful in expressing intended ideas and feelings.

**phrase**—a sequence of at least three movements that have a sense of continuity.

**transition**—going from one movement/phrase to another, or from one shape to another; the quality of transitions affects the overall flow of the dance.